

Helping English Language Learners Meet the New Common Core State Standards: What Do Charter School Educators Need to Know?

National Charter School Resource Center

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About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.

ELL Resources

- Explore the ELL Focus Area on our website:
<http://www.charterschoolcenter.org/priority-area/english-language-learners>
- Learn more about the 2012 ELL webinar series hosted by the National Charter School Resource Center:
<http://www.charterschoolcenter.org/webinars?keyword=&topic=142>

Introductions

- What roles do you represent in the charter school community?
 - School leader, faculty, staff
 - Charter school board member
 - Authorizer
 - Support or advocacy organization
- Are you currently serving ELLs?
- Have you received training to serve ELLs?
 - None
 - Limited
 - Extensive

Context

- Increasing population of ELLs
- Increasing numbers of charter schools
- Achievement gaps between ELLs and their non-ELL peers
- Civil rights laws and regulations
- Implementation of the Common Core
 - Increased content and language demands
 - All students will be expected to navigate complex texts
 - ELLs will need appropriate instruction and support to access the content in all of the core subject areas

Demographic and Achievement Portrait of ELLs

- Growth in PK–12 enrollment between 1998–99 and 2008–09:
 - Total enrollment growth: 7%
 - ELL enrollment growth: 51%

2011 NAEP Results (Grade 8)
(% performing at or above the **basic** level)

	Non-ELLs	ELLs
Reading	78	29
Math	76	29
Science	66	14

Achievement gaps are similar in
Grades 4 and 12
(NCES, 2010, 2011)

Diversity of ELL Population

- Incredibly diverse population in terms of:
 - Language (400+)
 - Culture
 - Proficiency in English and their native language
 - Experience with prior schooling/academic content
 - Social and emotional needs
- Majority of ELLs were born in the U.S.
- Nearly 80 percent are native speakers of Spanish

Source: National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs

What Does the Law Say?

- 1970 Office of Civil Rights memo: All public schools must provide ELLs with access to an equal education.
- 1974: Lau v. Nichols
- 1981: Castañeda v. Pickard
 - Based on sound educational theory
 - Implemented with adequate resources and personnel
 - Evaluated to determine their effectiveness
- 2002: No Child Left Behind

Language Development Continuum

Starting	Emerging	Developing	Expanding	Bridging
<i>0-6 months</i>	<i>6 months-2 years</i>	<i>2-3 years</i>	<i>3-4 years</i>	<i>5+ years</i>
<ul style="list-style-type: none"> • May be silent for period of time • Responds physically to simple commands, directions and questions • Recognizes basic vocabulary and high frequency words 	<ul style="list-style-type: none"> • Can understand phrases and short sentences • Communicates basic information with memorized phrases and groups of words 	<ul style="list-style-type: none"> • Increased comprehension in context • Some basic errors in speech • May sound proficient, but has mastered social language, not academic language 	<ul style="list-style-type: none"> • Uses complex sentences with few errors in speech • Can manipulate language to represent thinking, but may have difficulty with abstract academic concepts 	<ul style="list-style-type: none"> • Communicates effectively on a wide range of topics • Comprehends concrete and abstract topics • Has mastered formal and informal language conventions • Requires support with vocabulary development and idiomatic and figurative language

Source: Adapted from: Esparza Brown, J. & Sanford, A. (2010).

What does the research say about effective literacy instruction for ELLs?

- Emphasize the essential components of literacy.
- Begin with high-quality literacy instructional practices that are effective for native speakers, but adjust instruction to meet the needs of ELLs.
- Implement comprehensive and multidimensional approaches.
- Provide opportunities for ELLs to develop their oral proficiency.
- Differentiate instruction to meet individual needs.

What does the research say about effective literacy instruction for ELLs?

- Build the capacity of **all** teachers to help ELLs access grade-level content **and** improve their English proficiency.
- Be respectful of the home language.
- Provide ELLs with extra time.
- *Source: August, D. & Shanahan, T. (2010). Effective English literacy instruction for English learners. In F. Ong & V. Aguila (Eds.) Improving education for English learners: Research-based approaches. Sacramento, CA: California Department of Education.*

CREATE Example

- CREATE developed and tested research-based curricula for ELLs in language arts, science, and social studies.
- Statistically significant impacts for students who were taught with CREATE curricula.
- Both ELLs and non-ELLs benefited in similar ways.
- Particularly important because ELLs often receive instruction in the content areas in the same classrooms with monolingual English speakers.

For more information, visit <http://www.cal.org/create/>

Selected Slides from August Webinar February 2012

Portrait of Students Who Are College and Career Ready: Particularly Important Skills for ELLs

- They respond to the varying demands of text.
 - Set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task.
- They come to understand other perspectives and cultures.
 - Communicate effectively with people of varied backgrounds
 - Read literature representative of a variety of cultures and world views.

Speaking and Listening Standards: Particularly Important Skills for ELLs

- **Standard #1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.
 - L2 acquisition occurs through meaningful interactions with native L2 speakers.
 - However, there is considerable ongoing residential and school segregation by race, ethnicity, and income.
 - Exposure to more formal language use may be limited.
- **Standard #3** (Grades 1-3): Ask and answer questions in order to seek help, get information, or clarify if something is not understood.

Language Standards: Particularly Important Skills for ELLs

- **Standard #4:** Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
 - **Standard #5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - **Standard #6:** Acquire and use accurately a range of general and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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Helping ELLs Meet the New Common Core State Standards

Procedures: Helping ELLs Meet the CCSS

- Align with standards throughout
- Preparation for reading
 - Select grade-appropriate text
 - Pre-teach key vocabulary and word-learning strategies
 - Develop background knowledge
- During reading
 - Use ESL-enhanced shared interactive reading methods
 - Include lower-the-level questions
 - Use evidence-based questioning
- After reading
 - Review and reinforce

Align with standards throughout

Align with Standards Throughout: Example

- Reading and Writing Standards for Informational Text Grade 7
 - RI.7.2 Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
 - RI.7.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
 - RI.7.7 Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
 - W.9. Draw information from literary or informational texts to support analysis, reflection, and research.

Align with Standards Throughout: Example

- Language Standards
 - 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: a) Explain the function of phrases and clauses in general and their function in specific sentences.
 - 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and context, choosing flexibly from a range of strategies: c) consult general and specialized reference materials d) verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
-

Align with Standards Throughout: Example

- Speaking and Listening Standards
 - 1. Engage effectively in a range of collaborative discussions with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume and clear pronunciation.
- New York State Social Studies Standards
 - II.1 Understand the development and progress of the Civil War.
 - III.2 Describe how ordinary people and famous historic figures have advanced fundamental democratic values, beliefs, and traditions.....

Preparation for reading

Select Appropriate Text

- Grade-to-Lexile correspondence

Grade		Stretch Text Measures
		25 th percentile to 75 th percentile (IQR)
	1	220 to 500L
	2	450L to 620L
	3	550L to 790L
	4	770L to 910L
	5	860L to 980L
	6	950L to 1040L
	7	1000L to 1090L
	8	1040L to 1160L
	9	1080L to 1230L
	10	1110L to 1310L
.....	11 and 12	1210 to 1360L

Abraham Lincoln's Gettysburg Address

(with support from NY State Board of Regents)

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.....

Pre-teach Key Vocabulary: Overview

- Word selection
 - High frequency words
 - 4,000 most frequent words (comprise 80% of text)
 - General academic words (academic word list)
 - Domain-specific words
 - Words that are important for understanding the text
 - Words that are abstract
- Effective vocabulary instruction
 - Uses both definitional information and contextual information
 - Activates prior knowledge and contrasts word meanings
 - Involves active learning, inferences, prior knowledge, and frequent encounters

Pre-teach Key Vocabulary: Overview

dedicate



1. To dedicate something is to set it apart or devote it to a special purpose.
2. En español “dedicate” quiere decir dedicar.
3. Dedicate in English and dedicar in Spanish are cognates.
4. Now, let’s look at a picture that demonstrates the word dedicate. There are special parking spaces **dedicated** to people with disabilities. Only people with disabilities are allowed to park in these areas.
5. Turn to your partner and talk about another place or thing that is **dedicated** to something special.

dedicate



January 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8 <small>New Year's Day</small>	9	10
11	12	13	14	15	16	17
18	19 X	20	21	22	23	24
25	26 <small>Chinese New Year</small>	27	28	29	30	31

6. Let’s look at another picture that demonstrates the word dedicate. We **dedicate** a day in January to the memory of Martin Luther King, Jr.
7. Turn to your partner and talk about another day that we **dedicate** to a special event.

Pre-teach Key Vocabulary: Overview

conceive



1. To conceive is to form an idea.
2. En español “conceive” quiere decir formar concepto de.
3. Now, let’s look at a picture that demonstrates the word conceive. This man **conceived** a plan for a new house, and then he drew the design for the house.
4. Turn to your partner and **conceive** a plan for how you will spend the weekend.

conceive



5. To conceive can also mean to bring something to life.
6. En español “conceive” también quiere decir concebir.
7. Turn to your partner and talk about why this picture demonstrates the word conceive.

Teach Word-Learning Strategies: Overview

- Word-learning strategies are conscious and flexible mental processes that readers use in an effort to infer the meanings of unknown words they meet while reading.
- Word-learning strategies are tools we teach students to use as they are reading.
- When students master word-learning strategies they become increasingly independent and mature readers.
- All students need word-learning strategies, but ELLs, many of whom have smaller vocabularies than their English-only peers, particularly need them.

Teach Word-Learning Strategies: Overview

- Principal word-learning strategies for ELLs
 - Learning and using word parts
 - Recognizing and using cognates (for speakers whose first language shares cognates with English)
 - Using context
 - Using grammar, word morphology, punctuation, world knowledge, surrounding discourse and text, word associations
 - Using dictionaries, including bilingual dictionaries
 - A combined strategy

Gradually Give Students Increased Responsibility for Using the Strategy on Their Own: Overview

- Model the strategy.
- Work with the class and have students or volunteers do some of the work.
- Have students work with the strategy in pairs.
- Have students work with the strategy individually, but then let them confer with a classmate before they turn in their work or share it with the class.
- Have students work with the strategy individually, and have them turn in their work or share it with the class without first sharing it with a classmate.

Teach Word-Learning Strategies: Example

- Using first-language cognate knowledge
 - Cognates in linguistics are words that have a common etymological origin
 - Cognates are words that generally sound alike, look alike, and have similar meanings
 - Radio/radio; office/oficina; tranquil/tranquilo
 - English and Spanish share a large number of cognates.
 - They account for one-third to one-half of the average educated person's active vocabulary, estimated at 10,000 to 15,000 words.

Teach Word-Learning Strategies: Example

- Can you tell me the English meaning for the English words *continent* and *nation*?
- Are these words cognates? Why or why not?

English Word	English Meaning	Spanish Word	Spanish Meaning
continent		continente	Cada una de las grandes extensiones de tierra separadas por los océanos
nation		nación	un país

Teach Word-Learning Strategies: Example

Work with a partner to underline all of the cognates in the sentence. Then, complete the chart by listing the English cognates, looking up the English definition for each cognate and adding it to the chart, and then adding the Spanish cognate. Use a bilingual dictionary.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

<i>English Cognate</i>	<i>English Meaning</i>	<i>Spanish Cognate</i>

Develop Background Knowledge: Overview

- In order to comprehend text, students need the requisite background knowledge (Peregoy & Boyle, 2000; Hirsch, 2008).
 - **Step 1:** Determine the specific background knowledge that is important for understanding the text.
 - **Step 2:** Find or create auxiliary materials that provide this background knowledge.
 - **Step 3:** Just as one scaffolds language in the main text, the background materials also need to be scaffolded to ensure ELLS comprehend them. Examples include: vocabulary glosses, visual materials (pictures, very short video clips), graphic organizers, and comprehension questions.

Develop Background Knowledge: Example

The Gettysburg Address

Guiding Question: What was the Gettysburg Address?

U.S. President Abraham Lincoln delivered the Gettysburg Address during the Civil War. It was delivered on November 19, 1863, at the *dedication* of the Soldiers' National Cemetery in Gettysburg Pennsylvania. This is the cemetery where soldiers who died during the battle of Gettysburg had been buried. It is one of the most well-known speeches in United States history.

*dedication –
a ceremony
for opening
something
newly built*

Develop Background Knowledge: Example

Questions

1. What was the Gettysburg Address?

The Gettysburg Address was a _____.

2. What does the word *address* mean in this sentence? How do you know?

Address means _____.

I know this because _____.

3. What is another meaning for the word *address*?

Another meaning for address is _____.

4. What does the word *cemetery* mean? How do you know?

Cemetery means _____.

I know this because _____.

5. Where did Lincoln deliver the Gettysburg Address?

Lincoln delivered the Gettysburg Address at the _____.

6. Who did Lincoln dedicate the Gettysburg Address to?

.....Lincoln..dedicated.the..Gettysburg.Address.to.....

During reading

Use ESL-Enhanced Shared Reading Techniques: Overview

- Don't wait, ask questions frequently
- Include lower-level questions at all levels of meaning: word and phrase level, sentence level, passage level, story level
- Require students to support responses with evidence
 - Direct citation, paraphrase, give evidence—draw conclusion, give conclusion—find evidence
 - One best answer or multiple answers
 - Evidence for your answer, evidence for someone else's answer
- ESOL Techniques
 - Vocabulary glosses, visual materials (pictures, very short video clips), graphic organizers, and comprehension questions

Use ESL-Enhanced Shared Reading Techniques: Example

Interactive Reading of the Gettysburg Address

Follow along as your teacher reads the first paragraph of the Gettysburg Address. Then read the paragraph with a partner and answer the questions.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

score –twenty

bring forth –
create

Lower the Level Questions:

1. How many years is “four score and seven years ago”?
2. What does Lincoln mean by “our fathers”?

Central Concerns

1. What happened four score and seven years ago?
2. The new nation was conceived in liberty. What does this phrase mean?
3. The nation was “dedicated to the proposition that all men are created equal.” What does this phrase mean?

....

Use ESL-Shared Reading Techniques: Example

Lower the Level Questions

1. How many years is “four score and seven years ago”?

Four score and seven years ago is _____ years ago.

2. What does Lincoln mean by “our fathers”?

By “our fathers” Lincoln means _____.

Central Concerns

1. What happened four score and seven years ago?

_____ *happened four score and seven years ago.*

2. The new nation was “conceived in liberty.” What does this phrase mean?

“Conceived in liberty” means _____.

3. The nation was “dedicated to the proposition that all men are created equal.”

What does this phrase mean?



“Dedicated to the proposition that all men are created equal” means

After reading

Review and Reinforce Content Knowledge and Skills: Overview

- ELLs require lots of exposure to vocabulary to learn it
 - 8-10 incidental exposures result in initial receptive knowledge (but number of exposures is contingent on difficulty of text, difficulty-level of word, and L2 proficiency)
- Because ELLs are learning content in a second language, they may miss essential information the first time it is presented and need additional practice to acquire important skills (August & Shanahan, 2008)

Review and Reinforce Content Knowledge and Skills: Example

Word	Definition in English and in Spanish Sentence completion	Picture	Sketch or Notes
<p><i>dedicate</i></p> <p>cognate?</p> <p>yes no</p> <p>_____</p>	<p>To dedicate something is to set it apart or devote it to a special purpose.</p> <p>En español “dedicate” quiere decir dedicar.</p> <p>I would dedicate a song to _____ because _____.</p>		
<p><i>conceive</i></p> <p>cognate?</p> <p>yes no</p> <p>_____</p>	<p>To conceive is to form an idea.</p> <p>En español “conceive” quiere decir formar concepto de.</p> <p>The Gettysburg Address was conceived in _____.</p>		

Review and Reinforce Content Knowledge and Skills: Example

Complete this paragraph using the words in the word bank. Then tell your partner what you have written.

Word Bank

produced

conceived

Declaration of Independence

eighty-seven

equal

United States

liberty

idea

dedicated

_____ years before the Gettysburg address, the _____
_____ was signed. The signing _____ a new nation called the
_____. The nation was _____ in _____ or created without
force. The nation was _____ to the _____ that all men are created
_____.

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Questions and Discussion



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